



"What are we studying for?" is the cry of the Sophomore class. Here they pose with their victorious assemblage and their first prize — \$25.00!

Bell Speaks With Students

By Liz Gatton

Tuesday afternoon, Mr. David Bell, the first speaker in the Harry S. Truman Lecture series, held an informal question and answer session with the Avila students. Also present, via telelecture, were Benedictine North in Atchison, Donnelly College in Kansas City, Kansas, Graceland College in Lamoni, Iowa, and St. Mary's College in Xavier, Kansas. Mr. Bell wanted to speak informally with the students, and answer any questions they might have regarding the lecture, "The Point-Four Plan After 22 Years". After a brief introduction, Mr. Bell threw the session open to questions.

Mr. Bell, who served on the Budget Bureau under Presidents Roosevelt and Truman, spoke first of the danger of the United States becoming isolationistic. He noted that this attitude is especially prevalent in the Mid-West. To counter this idea, he has noticed many young Americans living abroad and many other wanting to work internationally. He also said that America's greatest problems, such as pollution and population control, can be solved best on an international basis, because all the advanced countries share these problems.

Since Mr. Bell was an administrator of Aid for International Development, he is naturally very interested in foreign aid. He feels that under the present administration, foreign aid has not been getting the backing it deserves. Only 1/3 of 1% of the Gross National Product is allotted for foreign aid, which is twelfth among advanced nations. When questioned on the importance of military aid as opposed to economic aid,

Mr. Bell considers only the military aid to Israel essential, while the economic aid to most countries should be increased.

After Mr. David Bell had served as an administrator for A.I.D., he and his family lived in Pakistan. Following a period of adjustment, they were very happy there. Consequently, he is concerned about what is happening in Pakistan today. The tension between Pakistan and India has increased to a dangerous point, and it may develop into a war. The only way to solve the Pakistani problem, according to Mr. Bell, is to grant independence or greater autonomy to East Pakistan.

Mr. Bell, an eminent economist, is perturbed about the present state of our economy. He believes that the 10% surcharge on imports may cause economic trouble if continued. A trade war may result, and no country could be the winner of such a war, since America's and other nation's economies are so tightly interwoven. He also noted that the administration is not presenting a consistent stand on the economy. One week, it takes a tough bargaining stance, the next week it will be willing to compromise is not reached on a new monetary system within a month, the economy is going to suffer badly.

Mr. Bell answered all questions easily and with a knowledge that testified his many years in service to his country. The students enjoyed the lecture and learned many new facets of bureaucracy from Mr. Bell.

classes celebrate annual festivities

On Wednesday, October 13, the students of Avila joined together to present their annual evening of entertainment known as College Night. The festivities started in the cafeteria with a free buffet dinner. Music was provided during the entire meal. Sister Judith Schloegel, Ty Johnston, and Amil Lukti from Jerusalem, sang a few melodies for the diners, and received a gracious applause in return.

Seven o'clock marked the time for the class skits to begin. Being the main event of college night, these brief dramatizations had been created and perfected during the preceding weeks. Emcee Gretchen Wagner introduced the faculty and administration judges and the stage was set for the first group. Filing in with mouseketeer ears on their beanies, the Freshmen class of '75, took us for a walk down memory lane. Scenes such as a first grade classroom, a dance session, complete with the Twist and the Jerk, recesses with jumprope and baseball, and a tiny mouseketeer popping out of their "treasure chest," were all presented and accompanied with song.

The Sophomores were up next and, with a tune from Woodstock, expressed their frustration toward studying. They proceeded to elaborate on this point with "Susie Sophomore's" attempts to study without interruption. But no matter where she goes, be it dorm room, study room, library or union, noise follows. However, all ends well when, the next morning, she is told she'll get "by with a little help from her friends."

The next group, the Juniors, led themselves in with words fitting melodies from Jesus Christ Superstar, asking the crowd what and where Avila was. A humorous interview with prospective "Avila material" and her parents, a frantic chase after a steak by a giant knife, fork, and spoon, ending with a singing tribute to the newly illuminated Avila, and the Juniors completed their debut.

The Seniors made up the grand finale when the lights were turned out and, with the soft voices of the Avila song in the background, slides showing pictures of the campus and its activities appeared on screen. The graduating class then presented short skits of each previous year of their college life, with the year announced by Old Man Time. A freshmen beer party, the sleepy sophomores frantic efforts at making it to class on time, and juniors trying to sell raffle chances for money for a cocktail party, ended the class skits for the evening.

While the judges tallied up the scores, the chorus sang a medley of songs from South Pacific. Immediately after that, the silent movie "The Overtow of the Administration" was shown. Making the hilarious flick even more exciting was the accompanying piano of Michele Coe.

Then came the big moment, the announcement of the class winner and the presentation of the \$25.00 prize. The positions read like this: Freshmen, 4th; Seniors, 3rd; Juniors, 2nd; and Sophomores, 1st! Tears of joy and disappointment, victorious song, and determined resolutions ended the 1971-72 College Night at Avila.

newsbriefs

The 'Pow-Wow' sponsored by FREE FALL on September 31 has been declared a definite success! Many students attended to share in the distribution of the semester's first publication, refreshments, and live entertainment. Members of the drama club performed as well as a group of folk guitarists.

October 6-8 Avila clubs advertised their various advantages through creative displays erected in Lower Marian Center. All effort was made in the hope of promoting active participation in the social functions of the college.

The French Club picnic was held October 6 in the grove where about 20 LES AMIES DE LA FRANCE congregated to enjoy food, conversation, and song.

October 5 marked the date of the C.E.C. trip to Higginsville, Missouri. There, at the State University, members were informed of some aspects concerning mentally retarded children and adults.

For the past three weeks and until October 28, a photograph exhibit of the San Blas tribe of the Cuna Indians is on display. Mr. Thomas Webster's collection of photographs is situated in the Alumni Lounge in Marian Center.

FREE FALL has moved!! The new press room is located in Lower Marian Center.

Repertory Theatre is in progress. On Wednesday and Thursday at 7:30 and Saturday and Sunday at 8:30, dramatic entertainment is the highlight in the Little Theatre in O'Reilly Hall.

respond

With a commendable salute to the passing of mid-semester, College Night, and Avila Day, students are now speculating upon a variety of experiences — hopefully.

A great deal of time has not elapsed since the first classes of the semester, yet every person involved in this community should have some idea by now of what his or her role is not only in relation to others, but also in relation to the self.

Reflections upon past experiences, whether interpreted by individuals as "trials and tribulations," or the "good times," hold immeasurable worth in relation to the present. This is not saying that one should "live" in the past, but more realistically, to LEARN from it. Every experience, in varying degrees, carries with it the promise to teach. Recognition and appreciation of this offering are only realized through the openness of the individual.

A little over six weeks have passed. In this time, every student has made acquaintances, and in some cases, established unique relationships that, given nourishment, a real part of each person will break through the larval stages into a "freely moving" and beautiful experience... an experience that opens, absorbs, and gives... an experience that fosters growth.

So perhaps, as members of this community, we can learn a little more, by giving a little more... by leaving ourselves open to each other and letting the sun shine in...

p.d.

The State of Man: 1990

An Editorial from the Future

It wasn't until thirty years ago, in the 1960's, that there began to be any widespread realization that ecstasy is a legitimate human need. It is as essential for mental and physical health as proper nutrition, vitamins, rest and recreation. Though the idea had been foreshadowed by Freud and stressed by Wilhelm Reich, there had never been anything particularly ecstatic about psychoanalysts or their patients. They seemed emotionally catharsized and drearily mature. Ecstasy, in the form of mystical experience, had also been the objective of a growing minority which, since the beginning of the century, had been fascinated with Yoga, Tibetan Buddhism, Zen, Vedanta and other forms of Oriental meditation, but these people were always rather serious and demure.

Then in the sixties, everything blew up. Something almost like a mutation broke out among people from fifteen to twenty-five, to the utter consternation of the adult world. From Los Angeles to New York, there suddenly appeared multitudes of hippies with hair, beards and costumes who disturbingly reminded their elders of Jesus Christ, the prophets and the apostles, all of whom were a safe historical distance away. At the peak of technological affluence, these young people renounced the cherished values of Western civilization — the values of property and social status. Richness of experience, they maintained, was far more important than possessions and money, the pursuit of which their parents were miserably and dutifully trapped in squirrel cages.

Looking back from 1990, all this is very understandable. These young people knew what their parents hardly dared contemplate: that their future was very doubtful. At any second they might suffer instant cremation by the H-bomb or the slower and grislier dooms of chemical and biological warfare. The history of man's behavior warned them that armaments which exist are almost invariably used and may even go off by themselves. By the end of 1970 their protests against the power structure of the West (which from their standpoint included Russia), combined with the black power movement, had so infuriated the military-industrial-police-Mafia-organized labor complex known as the establishment that the U.S. was close to civil war.

Happily, it was just then that the leading scientists, philosophers and responsible statesmen of the world abruptly called factionists and politicians to their senses. They solemnly proclaimed an ecological crisis and put it so bluntly that the world almost went into panic. Ideological, national and racial disputes were children's tiffs in comparison with the many-headed menace of overpopulation, totally inadequate food production, shortage of water, erosion of soil, pollution of air and water, deforestation, poisoned food and utter chemical imbalance in nature. By 1972, no one could refuse to see that all extravagant military and space projects must be cancelled and every energy diverted to feeding and cleansing the world. Had this not happened, I could not possibly be writing to you. Civilization would not have endured beyond 1980 and certainly would not have taken its present direction. We have come a long way in persuading people "that the natural state of man is ecstatic wonder."

Michael Shirley

F L I C K S

"The Touch"

by
Mary Ann Shirley Fairchild

Those of us who have been aficionados of Ingmar Bergman for the past ten years and have long looked forward to the master's first English speaking effort have perhaps expected too much and experienced disappointment in viewing "The Touch," currently showing at the Plaza Theatre.

Bergman's past tour de forces, "The Virgin Spring," "The Seventh Seal," "Through a Glass Darkly," and "The Magician," to mention only a few, have established Bergman undisputedly as the world's greatest film talent in both writing and directing. One critic has profusely called him "the divine director," and rightly so. Bergman has proven himself beyond any doubt as an artist par excellence, but even a Bergman can fail from time to time, and "The Touch" must be described as one of these times in Bergman's career.

Our interest is captured successfully through the psychological implications of the first scene when a middle-aged wife and mother, Karen, played by Bibi Anderson, arrives in a sterile hospital room fifteen minutes after her mother has expired. After a few moments of silent confusion at the sight of the breathless form, she takes her mother's wedding rings and buries them in the palm of her hand. She hurries to a small utility room where she breaks down and expresses her grief in convincing sobs which are interrupted by a big and burly man named David, played by Elliot Gould who is just donning his coat to leave. David and Karen's husband, acted superbly by Max von Sydow, a phlegmatic but intelligent and dedicated doctor on the hospital staff, have pursued a relationship (the nature of which is questionable) for some time before Gould meets Bibi. Soon after Karen's encounter with Gould in the hospital, she and her husband entertain Gould at dinner in their home during which time the doctor is called to the phone on business. While the doctor is out of the room, Gould and Karen confirm their mutual feelings of sexual attraction for one another. Karen is immature and is now deprived of the security and comfort her mother offered and thus turns to Gould for love and affection, the need of which the doctor seems unaware. Gould and Karen hastily become enmeshed in a secret and stormy affair which continues throughout the remainder of the film. Eventually the doctor becomes aware of his wife's unfaithfulness as does their young daughter. In the last scene of the film we see a very pregnant Karen and a very hostile Gould shouting insults at one another as they separate going opposite directions, neither knowing where.

The Bergman connoisseur sees evidence of the master's hand through the religious symbols looming in the background. David and Karen often

meet in a very old Church which contains the controlling image in the film — an ancient statue of the virgin and child which has contained beetle larvae which had been dormant for five hundred years. Only recently have the black crawling things grown and developed, parasitically feeding on the virgin from within, now encrusting themselves massively between the mother and child. Of somewhat subtle significance is the fact that, as David on one occasion points out to Karen, the madonna wears traces of a Mona Lisa smile which can be detected when the light falls at the right angle on the figure. The multiple meanings which might be discussed relative to this major symbol would demand more than our purpose here requires. Perhaps the reader will be motivated to see the film and think for himself.

Though the film has enough ambiguity to give the intellectual scavengers in the crowd enough to munch on, much of it seemed contrived just for that purpose. The dialogue suffered very much in the translation and could be described for the most part as insipid and flat. One couldn't help thinking that Elliot Gould was used in the film for commercial reasons and that Bergman exploited the bedroom to please a sexually unfulfilled American audience. Though one could critique this film ad nauseam, let us conclude by saying that Bergman, in this film, seems to have traded aesthetic values for commercial ones; the "divine director" is this time only human.

"bless the beasts and the children"

By Heather Wilde

bless the beasts and the children directed by Stanley Kramer it is a good movie I like it the children were still in their minds where they were meant to be from the beginning in the wild untame nature which is real which is alive they had, like beasts like something which breathes can breathe and will breathe or see or think or do, they fought from their hearts they were free enough to let their wild real nature lead them that is what is beautiful that is why they understood the animals that is why no one understood them. being smothered is a bad thing it is getting killed it is letting yourself die if you let someone else smother, whether they are ding beasts or not whether they matter or not to anyone they will matter to you if you are still free are still wild and are still real. I don't know what else to say. the movie was not in English.

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August Thirty-First

I touched you today...
or did you know?

The wind was so shy and restrained
that the sun seemed even warmer
and closer than it has before —
since I've been here, anyway.

The trees bowed and begged for the rain
to come and rinse away the bits
of earth that rested on its leaves.
It wouldn't come... I was glad.

Smoke poured from factory chimneys
and made long strides across the sky.
It even tried to stain the clouds —
but birds chased them all away.

I walked across a field barefoot
today and watched my toes dodge the
hungry little thistles while my
fingers tore at sprouting weeds.

I saw more new faces today...
but they were no more beautiful
than those I painted on my eyes
yesterday — and still before.

I ran down a cement walk-way,
tripped over a door mat that said
"Welcome" and almost fell, but the
sun was there and caught me.

I touched you today...
or did you know?

p d



Guitarists Nanny Lorenz, Joan Klosterman, Fred Gehardt, and Jackie Knapp entertain students attending the opening of the 'Cove'.

'Cove' Opening Brings Enthusiastic Response

Student ingenuity and hard work produced a very successful project that opened on October 8. In the isolated, seldom considered recreation room underneath Carondelet Hall, a coffee house happened. The coffee house was a Sophomore class effort. "The Cove" was received enthusiastically by approximately one hundred and twenty five students of Avila and neighboring colleges. The preparation for the opening entailed two weeks of painting, dyeing tablecloths, making bottle candles,

not to speak of the task of publicizing the event.

One of the success factors was a variety of entertainment. Michele Coe, a freshman pianist played her arrangement of a "Love Story Medley." Other entertainment included Jamie Evans with an interpretative reading and the folksinging of Joan Klosterman, Fred Gehardt, Jackie Knapp and Nanny Lorenz. The highlight of the evening was a guest guitarist-singer from William Jewell College, Danny Hearst.

The coffee house is expected to be held every other week. Future plans for "The Cove" include putting a fish net over the pipes, painting the back wall and making other general improvements. Students initiated the idea in hopes of making Avila a more exciting place to be on Friday evenings and its success in the future depends on student involvement. As Joan Clarke, co-ordinator of the project stated, "I am very enthusiastic about the response and the spirit of the students who attended the first coffee house. I hope that it can be a place where performers have a chance to express themselves and where others can listen, talk and relax."

The Free Fall staff would like to extend congratulations to Joan and her fellow student workers on the successful opening and wish the project the best of luck for the future.

ENGLISH OFFERINGS

New course offerings by Avila's English department faculty are designed to attract the discriminating, sensitive, thinking student. Course titles reflect relevancy and creativity, as well as an awareness of the importance of other subject areas such as sociology, psychology and philosophy.

Sister Jane Adelsberger, head of Avila's English department will be teaching "Linguistic Field Work in Speaking and Writing," "The New Generation: American Humor, Comedy, and Satire," and "Human Relationships in the Contemporary Film."

"Readings in the New England Renaissance: Ventures in Composition," "Issues in the Contemporary Novel," and "Literature in Black Culture," are offered by Sister Margaret John Purcell.

Mary Ann Fairchild's course titles are designed to appeal to a motley crew: "The Literature of the Fantastic: Adventures in Writing," "The Modern Drama Scene," "The Coffee House Class," (which will actually be held in the "Cove"), "Mysticism in Popular Art, Music and Literature," and "Creative Writer's Workshop."

"The Feminine Personality in the Novel: Interpretive Reading and Writing" and "Family Relationships in Literature: Topics for Composition," offered by Mrs. Kathleen Neff, will attract the sociologically and psychologically oriented student.

For more details on course contents see the above named instructors and professors. Avila's English department isn't for everyone, but then, we don't try to be!

Food Committee

A food committee was formed to usher complaints and compliments and to discuss activities related to the food service. Two students from every floor comprise the committee and take with them the suggestion sheets provided in several locations on the campus.

Mr. Evans encourages students to voice their ideas, particularly concerning new and different foods. "The students challenge us," he said, "and any comments are helpful."

Avila Embraces New Outlook

By Lynn Dempsey

Is there a new Avila this year? Perhaps not in all evident aspects, but the keynote is CHANGE. When a freshman asks what could possibly be new, the senior replies with a grimace that 8:30 was the week-day curfew instead of quiet hours! The juniors' and sophomores' three words: "Guys on campus!" proclaim another change. Yet these are apparent changes. What started the ball rolling?

Sister Olive Louise, president of Avila, feels that a new spirit marks the transition. Interested and cooperative students and faculty want to assume the responsibility of decisions they make. This spirit has been sparked by and earnest effort for communication which has opened the door for members of the community to consider each other as individuals.

Rapid development in the fields of art, drama, and physical education are examples of the enthusiasm and exchange of ideas that has grown in the past year. Art students have suggested creating art firms to landscape the

campus, and ideas for the forms are being submitted to the art department. The theater has been remodeled by the drama students, and Repertory Theater will be performing often. A physical skills program was established this year to correct the lack of athletic activity

on campus. Social activities have increased this year. Woodstump, a project sponsored by individual students, the Coffeehouse, a sophomore fund-raising idea, and D-day, credited to the new activities director, Bob Johnston, are all examples of this change.

The students and faculty are drawing up a curriculum for a degree in social work. By enthusiastically combining the ideas of the group, Dean Scott hopes that the curriculum will be set up by next year.

Due to the concern of the people of Avila, the new spirit is just a beginning. Sister Olive Louise acknowledges that "the doors [of communication] are open and will stay open if we permit them."

Interim Trips Promise Excitement

Interim 1972 includes trips to London, Paris, New York, and Old South and Winter Park, Colorado.

Plays at Old Vic, Drury Lane and Mermaid Theatres, and class sessions at the Royal Academy of Dramatic Art are all ingredients in the London tour. Visits will be made to Canterbury, York, Oxford, Stratford-on-Avon and other well-known sights in the English city. One weekend may be spent in travel to Paris, Dublin, Copenhagen or Lucerne. Dates set for the tour are December 28 to January 28; expenses are approximately \$500. Four credit hours may be earned from this excursion. James Assad and Sister Felice Helmes can answer any questions concerning the trip.

Interim - Paris begins December 28, 1971. \$612 covers transatlantic transportation, airport transfers, room and board, classroom facilities and theatre tickets. Side trips will be taken to Versailles, Malmaison and Chartres. Credit possibilities include 6 hours in French Language and Civilization or 2

hours in Art Survey and/or 3 hours in History. The tour returns January 26, 1972. For information, see Sister Virginia May.

Students participating in the Fine Arts Trip to New York will attend Broadway and off-Broadway plays, concerts at Philharmonic Hall and Carnegie Hall, the Metropolitan Opera and the New York Civic Ballet. Sightseeing will take in Radio City, the United Nations and Rockefeller Center. Lectures and classes will be observed at the Juilliard School and Columbia University. 4 to 6 credit hours are available. The cost runs to approximately \$300 for two weeks. Sister Jane Adelsberger can supply more details on the tour.

The Old South expedition will begin at Avila with one week of lectures and discussions. Following this, students will travel through New Orleans, Mobile, Pensacola, St. Augustine, Savannah and Atlanta. 3 hours credit will be obtained by those who participate; history majors and minors will be given upper division credit in Hi 123 with additional work. \$180 to \$200 without meals will cover the cost. For information on this trip, contact Sister Audrey Dixon.

A ski trip is planned for one week in Winter Park, Colorado. Approximate cost is \$200; 1 hour PE credit will be earned. Dean Scott can supply other details.

Urban Program

Students interested in full-time internship with the Jackson County government for the academic semester commencing January, 1972, should consult Thomas A. Webster, office D, D'RIelly. Applicants should have completed at least their junior year of college, and return their applications by November 15.

Students will be assigned to various fields of science, under county department heads.

The internes selected will receive a stipend of \$1,200, plus round-trip travel expenses. The college may waive the payment of tuition. Academic credit will be given for the semester's work.

Kansas City: A Living Laboratory

Ghettos, suburbia, minorities, pollution, delinquents, crime... Kansas City... a teeming metropolis and the perfect oasis for sociologists. Thomas Webster, professor of sociology, recognized this opportunity for study, and has delegated his twenty-one Urban Sociology students to use the city as its laboratory. In order for his pupils to attain more real learning through the experiment, Webster hopes that they will apply the theoretical concepts of the classroom to the situations they discover in the city, then evaluate the theories after observing how well they work in real life.

On September 1, after choosing a subject interesting to him, each student began his investigation. Topics include the community health program, religious problems, recreation, women in medicine, and the human relations department of Kansas City. Various

methods of research will be employed, depending on the area of study. For example, actual visits to halfway houses and nursing homes for the aged will greatly assist in understanding the residents and the problems they must face. In the study of mental retardation, drug addiction, and the Model Cities Program, interviews and attendance at organizational meetings will provide the chance for the students to become acquainted with the professionals involved in the work, and to gain insight into the basis of difficulties and the plans for the future. Student presentations of the project will begin November 1, and Webster welcomes all those interested in the findings to attend his 9:00 a.m. class on Monday, Wednesday, and Friday in room 103. Such vital information about our city and our fellow inhabitants is pertinent to the entire Avila community.

to live is to grow . . .

learning: the world of discovery

by helen endecott

Many students, perhaps, have given some thought to, or wondered why older women, who seemingly "have it made", are returning to school. Is it a genuine search for knowledge that motivates them? Is it a "fling" to pass the time? Or is it a chance to increase their income by advancing opportunities for employment?

For many people in my generation, a college education was financially unattainable. Our parents had struggled through the depression of the thirties which resulted in their having a cautious and apprehensive attitude towards the future. Most students, when graduated from high school, sought employment. Some were able, with this added income, to attend night schools which proved to be a painfully slow way to earn a degree. You may have surmised that I chose this way to further my education.

But then, "Mr. Right" came along. Marriage and raising a family became the most important things in life. There were delightful experiences: attending baseball games, P.T.A. meetings, teaching boys' cooking classes and many other activities that are shared with a family. I'll never forget the thrill and excitement when Steve, our son, won first prize in a parade which was sponsored by the Lion's Club. We had worked together constructing a cardboard lion, complete with mane and

Helen Endecott is a senior English major, wife, and mother of four boys. She is 46 years old and was 43 when she began her college career.

tail, which was attached to the bicycle he rode. "Hey, Mom, I won!" conveys not only "thanks" but a feeling that words cannot express. The pride and satisfaction derived from a job well done can be seen in a shining face, even though it might be a little dirty from a long ride.

My job as wife, mother and homemaker has had many rewarding moments, but there came a time when I realized that there must be more. Something was missing. It was not the lack of material things which caused this nagging feeling, since I already possessed the necessary mechanical gadgets of this modern society. I must admit, however, that there was no abundance of that green stuff that makes the world go 'round. Still, this lack was not a problem to confound or depress me to any great extent. Most importantly, I think, was the realization that God had given me a life and now that my family was becoming more independent, I must do something with this life. This feeling reminded me of the words to a popular song, "what are you doing for the rest of your life?" "Punch the time clock, bring home the pay check and spend the money," was not my idea of something to do for the rest of my life. I wanted to contribute something worthwhile so, after much soul-searching, decided to return to school.

This course of action has not been an easy one to follow, but the first step was the hardest. Picture, if you will, someone who has been away from school for twenty years entering a classroom of bright young students. The jargon of modern textbooks left me bewildered. I was scared to death!

"What in the world have I done?" I kept asking myself. I also prayed. "Why didn't I just get a job in a hot dog stand?" As I tried to comprehend what the instructor was saying, I found myself secretly wishing that I could disintegrate, leaving no trace whatsoever. "What if the teacher should ask me a question?" That thought paralyzed me. Compassion, understanding and intelligence on the part of the instructor spared me from such a terrifying experience. Somehow, I survived the first day with a little advice from a friend, "Keep your mouth shut and smile," she said. She didn't know what the lesson was all about either, but somehow we eventually did learn those things and a whole new world opened up for us.

Sitting up nights to study, washing dishes at midnight and looking up words in the dictionary may not be the "in thing" to do, but these activities have been rewarding. I have had the thrill of understanding a poem, something that may seem trite or insignificant to anyone else, but for me an astounding discovery. Returning to school has been one of the most glorious experiences of a lifetime, and new discoveries are constantly being made.

This is what I'll be sharing with students when I finish school. Perhaps, if I am a good teacher, they too will experience some of these same feelings, as a new world of discovery is opened to them.

Montessori Workshop

Montessori methods will be the subject of four short courses and two workshops during the 1971-72 school year at Avila College. The Montessori system of teaching young children emphasizes training of the senses and aims at self-education through guiding rather than controlling the child's activity.

The first workshop on October 22, from 7:30 to 9:30 p.m., and October 23, from 9:00 to 3:00 p.m., will include methods to be used in the teaching of language arts. Part-time or new Avila students may audit the workshop for a fee of \$25.00 or receive an hour of credit for \$40.00. Full-time Avila students carrying fewer than 18 hours may receive one hour of credit free of charge.

Scheduled for October 22-27, the first of the four short courses will also involve the teaching of language arts. It will include five lecture periods, independent assigned work, a paper, and laboratory experience. Course fees are the same as charged for the workshops.

Short courses are scheduled for December 3-8, February 25-March 1, and May 5-10. Course subjects will include methods used in teaching science, geography, geology, and mathematics.

The second workshop will be offered December 3 and 4 at the same hours and will concern methods to be used in teaching science.

Interested persons must enroll with Sister Marie Georgette at least one week prior to the beginning of a workshop or short course.

Art Classes Leave Avila?

It's now official! On Thursday, October 28, the art classes of Avila College will be leaving for Omaha, Nebraska!

A symposium on American Artists and their European counterparts of the 30's will be held at the Joslyn Art Museum there. In this all day event, students from a large mid-western area will attend panel discussions conducted by Robert Motherwell, a famous abstract impressionist and critic. A large exhibit will be presented featuring such artists as George O'Keefe, Stewart Davis, and Hopper.

The Omaha museum is offering this opportunity to all art students within a 250-mile radius, with only the costs of transportation and lodging. Last year's subject was "The Artist of the West Coast" and due to the success of that program, it should be a worthwhile venture.

The art Department now has more room than ever before, also the most men! These two combinations will result in a surprise for the school, which should be visible in about a month... watch for it!

CREATIVITY SEMINAR

Sister Jane Adelsberger and Mary Ann Fairchild will attend a seminar, "Confrontations on Creativity" at St. Mary's College in Leavenworth, Kansas, on Saturday, October 23.

The morning session, "Description and Value of Creativity," will be a general discussion sparked by an impressive resource panel: Professor Edward Walter from the UMKC philosophy department, Professor Lee Minor, psychology department at William Jewell, Professor Richard Bromley, music department at Park College, and Professor Walter Bailey, art department, Park College.

"Creativity and Social Utility" is the topic for the afternoon session. Serving on this discussion panel will be Leonard Prvov, Kansas City Art Institute; Professor Michael Novak, literature, St. Mary's College; Jenkin David, Park Drama department; and a member of the philosophy faculty from Kansas University.

Union Sponsors Talent Show

Stop! Look! Listen! For the first time in the history of Avila College, the Black Student Union is presenting an "All City" Talent Show. The date for this event is November 7, 1971, at 8:00 p.m. Among its various participants will be representatives from sixteen colleges and fifteen area high schools.

According to the President, Octavia Barnes, the talent show will be used as opportunity for all students to display their talents.

The prizes for this event will be a trophy for first prize and plaques for second and third prize winners. If there are any students interested in participating in this event they are asked to contact Octavia at SOUL HEADQUARTERS Room 510-A. The admission for non-participants will be 50¢ and tickets are now on sale. Everyone is urged to attend.

classified ads

FREE FALL will offer classified advertising space in all issues. Rates are \$.50 per 15 words and \$.03 for each additional word. Ads may be placed in the "Letters to the Editor" box in O'Reilly Hall.

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